

Demographics

This form is designed to measure progress we have made in the **last academic year (2022-2023)** toward creating a culture of evidence about student learning. It will also help to identify areas within the University that can provide examples of 'best practices' to other areas, and identify areas that may need additional assistance or resources.

Please complete this survey by **Wednesday, November 15th**. If you have any questions about the survey, please contact Russell Mayer at russell.mayer@lmu.edu.

College, School, or Unit:

- Bellarmine College of Liberal Arts
- College of Business Administration
- College of Communication and Fine Arts
- Loyola Law School
- Seaver College of Science and Engineering
- School of Education
- School of Film and Television
- University Core Curriculum

Department (if applicable):

Program:

Degree offered:

- Other (please specify):
- BA BBA BS BSE EdD MA MAT MBA MFA MS MSA MSE

Name of person completing this form:

Is this your first time completing the EEI for your program?

- Yes

- No
- Not sure/don't recall

Who is responsible for leading your program's assessment efforts?

- A faculty member (other than the chair or director). Name:
- A committee led by a faculty member (other than the chair or director). Name:
- A committee led by department chair or program director. Name:
- The department chair or program director. Name:
- Other (please specify):

Student Learning Outcomes

Please indicate if your program completed any of the following activities during the 2022-2023 academic year (check all that apply). If necessary, you can refer to the curriculum map, assessment plan, and assessment schedule at the Box link provided with the survey to determine whether your program made any of the changes described below.

- Added or revised one or more of your program learning outcomes
- Made or updated your curriculum map ([Click here for a reference curriculum map template](#))
- Made or modified your assessment plan ([Click here for a reference assessment plan template](#))
- Made or modified your assessment schedule ([Click here for a reference assessment schedule template](#))
- My program did not complete any of these steps.

Please list your program's new or revised student learning outcomes here. You can copy and paste into the text box.

Where are your learning outcomes published? Please check all that apply.

- Bulletin
- Department website
- Brochures or other printed materials
- Course syllabi
- Published in another place. Please specify:

- Not published

How many learning outcomes did your program examine in the 2022-2023 academic year? This could mean that you developed a tool to assess learning (e.g., rubrics, exam items), collected evidence of student learning (e.g., completed exam items, survey items, scores from a rubric you applied to student work, etc.), analyzed collected evidence, discussed findings, and/or made decisions about how to improve student learning based on what you learned.

- 0
- 1
- 2
- 3
- 4
- more than 4

First SLO

Please type in the first student learning outcome you examined during the 2022-2023 academic year.

What did you do to examine this learning outcome during the 2022-2023 academic year? Please check all that apply.

- Developed a tool to measure learning (e.g., wrote exam items, created a rubric, developed a survey, etc.)
- Collected evidence of student learning (e.g., exam items, applied a rubric to student work, survey, etc.).
- Analyzed evidence. By this we mean that you created a qualitative or quantitative summary of evidence you collected.
- Discussed and interpreted the analyzed evidence.

Made decisions about changes to your program based on what you learned, and/or implemented those changes. This could include decisions not to make changes.

What type of tool(s) did you develop to measure learning for this outcome? Please check all that apply.

- Exam items
- Rubric
- Survey questions
- Interview questions
- Other. Please describe:

What type(s) of evidence of student accomplishment of this outcome did you utilize for assessment during the 2022-2023 academic year? Please check all that apply.

- Portfolios
- Specific work product from capstone course (e.g., thesis paper)
- Specific performance or presentation from capstone course
- Student work product from non-capstone course
- Specific performance or presentation from non-capstone course
- Exam created by department faculty and taken by students
- Standardized exam (e.g., GRE, LSAT) taken by students
- Exit interviews were completed with students
- Student surveys created by department faculty and completed by students
- Standardized student surveys (e.g., EBI) were completed by students
- Alumni surveys
- Employer surveys
- Other, please specify the type of evidence:

What did you learn from the evidence about student accomplishment of this outcome?

As a result of what you learned, what action(s) did your program recommend for improving student learning? Please check all that apply.

Please briefly describe the details of each action you recommended.

- Course-level changes (e.g., syllabus, content, pedagogy). Please describe change:
- Changes to the curriculum (e.g., course sequencing, add or delete course). Please describe change:
- Staffing change (e.g., faculty hire). Please describe change:
- Changes to learning outcomes. Please describe change:
- Changes to the assessment methods used (e.g., revised rubric, added exam). Please describe change:
- Changes to student advising. Please describe change:
- Changes to faculty mentoring process. Please describe change:
- Determine resource allocation. Please describe change:
- Other. Please describe change:
- None. Please explain why no changes were made:

Second SLO

Please type in the second student learning outcome you examined during the 2022-2023 academic year.

What did you do to examine this learning outcome during the 2022-2023 academic year? Please check all that apply.

- Developed a tool to measure learning (e.g., wrote exam items, created a rubric, developed a survey, etc.)
- Collected evidence of student learning (e.g., exam items, applied a rubric to student work, survey, etc.).
- Analyzed evidence. By this we mean that you created a qualitative or quantitative summary of evidence you collected.
- Discussed and interpreted the analyzed evidence.
- Made decisions about changes to your program based on what you learned, and/or implemented those decisions. This could include decisions not to make changes.

What type of tool(s) did you develop to measure learning for this outcome? Please check all that apply.

- Exam items
- Rubric
- Survey questions
- Interview questions
- Other. Please describe:

What type(s) of evidence of student accomplishment of this outcome did you utilize for assessment during the 2022-2023 academic year? Please check all that apply.

- Portfolios
- Specific work product from capstone course (e.g., thesis paper)
- Specific performance or presentation from capstone course
- Student work product from non-capstone course
- Specific performance or presentation from non-capstone course
- Exam created by department faculty and taken by students
- Standardized exam (e.g., GRE, LSAT) taken by students
- Exit interviews were completed with students
- Student surveys created by department faculty and completed by students
- Standardized student surveys (e.g., EBI) were completed by students
- Alumni surveys
- Employer surveys
- Other, please specify the type of evidence:

What did you learn from the evidence about student accomplishment of this outcome?

As a result of what you learned, what action(s) did your program recommend for improving student learning? Please check all that apply.

Please briefly describe the details of each action you recommended.

Course-level changes (e.g., syllabus, content, pedagogy). Please describe change:

Changes to the curriculum (e.g., course sequencing, add or delete course). Please describe change:

Staffing change (e.g., faculty hire). Please describe change:

Changes to learning outcomes. Please describe change:

Changes to the assessment methods used (e.g., revised rubric, added exam). Please describe change:

Changes to student advising. Please describe change:

Changes to faculty mentoring process. Please describe change:

Determine resource allocation. Please describe change:

Other. Please describe change:

None. Please explain why no changes were made:

Third SLO

Please type in the third student learning outcome you examined during the 2022-2023 academic year.

What did you do to examine this learning outcome during the 2022-2023 academic year? Please check all that apply.

- Developed a tool to measure learning (e.g., wrote exam items, created a rubric, developed a survey, etc.)
- Collected evidence of student learning (e.g., exam items, applied a rubric to student work, survey, etc.).
- Analyzed evidence. By this we mean that you created a qualitative or quantitative summary of evidence you collected.
- Discussed and interpreted the analyzed evidence.
- Made decisions about changes to your program based on what you learned, and/or implemented those decisions. This could include decisions not to make changes.

What type of tool(s) did you develop to measure learning for this outcome? Please check all that apply.

- Exam items
- Rubric
- Survey questions
- Interview questions
- Other. Please describe:

What type(s) of evidence of student accomplishment of this outcome did you utilize for assessment during the 2022-2023 academic year? Please check all that apply.

- Portfolios
- Specific work product from capstone course (e.g., thesis paper)
- Specific performance or presentation from capstone course
- Student work product from non-capstone course
- Specific performance or presentation from non-capstone course
- Exam created by department faculty and taken by students
- Standardized exam (e.g., GRE, LSAT) taken by students
- Exit interviews were completed with students
- Student surveys created by department faculty and completed by students
- Standardized student surveys (e.g., EBI) were completed by students

- Alumni surveys
- Employer surveys
- Other, please specify the type of evidence:

What did you learn from the evidence about student accomplishment of this outcome?

As a result of what you learned, what action(s) did your program recommend for improving student learning? Please check all that apply.

Please briefly describe the details of each action you recommended.

- Course-level changes (e.g., syllabus, content, pedagogy). Please describe change:
- Changes to the curriculum (e.g., course sequencing, add or delete course). Please describe change:
- Staffing change (e.g., faculty hire). Please describe change:
- Changes to learning outcomes. Please describe change:
- Changes to the assessment methods used (e.g., revised rubric, added exam). Please describe change:
- Changes to student advising. Please describe change:
- Changes to faculty mentoring process. Please describe change:
- Determine resource allocation. Please describe change:
- Other. Please describe change:
- None. Please explain why no changes were made:

Fourth SLO

Please type in the fourth student learning outcome you examined during the 2022-2023 academic year.

What did you do to examine this learning outcome during the 2022-2023 academic year? Please check all that apply.

- Developed a tool to measure learning (e.g., wrote exam items, created a rubric, developed a survey, etc.)
- Collected evidence of student learning (e.g., exam items, applied a rubric to student work, survey, etc.).
- Analyzed evidence. By this we mean that you created a qualitative or quantitative summary of evidence you collected.
- Discussed and interpreted the analyzed evidence.
- Made decisions about changes to your program based on what you learned, and/or implemented those decisions. This could include decisions not to make changes.

What type of tool(s) did you develop to measure learning for this outcome? Please check all that apply.

- Exam items
- Rubric
- Survey questions
- Interview questions
- Other. Please describe:

What type(s) of evidence of student accomplishment of this outcome did you utilize for assessment during the 2022-2023 academic year? Please check all that apply.

- Portfolios
- Specific work product from capstone course (e.g., thesis paper)
- Specific performance or presentation from capstone course
- Student work product from non-capstone course
- Specific performance or presentation from non-capstone course
- Exam created by department faculty and taken by students
- Standardized exam (e.g., GRE, LSAT) taken by students

- Exit interviews were completed with students
- Student surveys created by department faculty and completed by students
- Standardized student surveys (e.g., EBI) were completed by students
- Alumni surveys
- Employer surveys
- Other, please specify the type of evidence:

What did you learn from the evidence about student accomplishment of this outcome?

As a result of what you learned, what action(s) did your program recommend for improving student learning? Please check all that apply.

Please briefly describe the details of each action you recommended.

- Course-level changes (e.g., syllabus, content, pedagogy). Please describe change:
- Changes to the curriculum (e.g., course sequencing, add or delete course). Please describe change:
- Staffing change (e.g., faculty hire). Please describe change:
- Changes to learning outcomes. Please describe change:
- Changes to the assessment methods used (e.g., revised rubric, added exam). Please describe change:
- Changes to student advising. Please describe change:
- Changes to faculty mentoring process. Please describe change:
- Determine resource allocation. Please describe change:

Other. Please describe change:

None. Please explain why no changes were made:

Five or more SLOs

Please type or paste in a list of all the student learning outcomes you examined during the 2022-2023 academic year.

What did you do to examine these learning outcome during the 2022-2023 academic year? Please check all that apply **across all the outcomes you assessed**. E.g., if you only collected evidence for one outcome and only made decisions for another outcome, check both "Collected evidence..." and "Made decisions..."

- Developed a tool to measure learning (e.g., wrote exam items, created a rubric, developed a survey, etc.)
- Collected evidence of student learning (e.g., exam items, applied a rubric to student work, survey, etc.).
- Analyzed evidence. By this we mean that you created a qualitative or quantitative summary of evidence you collected.
- Discussed and interpreted the analyzed evidence.
- Made decisions about changes to your program based on what you learned, and/or implemented those decisions. This could include decisions not to make changes.

What type of tool(s) did you develop to measure learning for these outcomes? Please check all that apply **across all the outcomes for which you developed a tool**.

- Exam items
- Rubric
- Survey questions
- Interview questions
- Other. Please describe:

What type(s) of evidence of student accomplishment of these outcomes did you utilize for assessment during the 2023-2023 academic year? Please check all that apply **across all the outcomes for which you collected, analyzed, or made decisions based on evidence.**

- Portfolios
- Specific work product from capstone course (e.g., thesis paper)
- Specific performance or presentation from capstone course
- Student work product from non-capstone course
- Specific performance or presentation from non-capstone course
- Exam created by department faculty and taken by students
- Standardized exam (e.g., GRE, LSAT) taken by students
- Exit interviews were completed with students
- Student surveys created by department faculty and completed by students
- Standardized student surveys (e.g., EBI) were completed by students
- Alumni surveys
- Employer surveys
- Other, please specify the type of evidence:

What did you learn from the evidence about student accomplishment of these outcomes? Please provide a brief summary for each outcome you assessed - or if what you learned was similar across outcomes, a general summary.

As a result of what you learned, what action(s) did your program recommend for improving student learning? Please check all that apply **across all the outcomes you assessed.**

Please briefly describe the details of each action you recommended.

- Course-level changes (e.g., syllabus, content, pedagogy). Please describe change:
- Changes to the curriculum (e.g., course sequencing, add or delete course). Please describe change:
- Staffing change (e.g., faculty hire). Please describe change:
- Changes to learning outcomes. Please describe change:
- Changes to the assessment methods used (e.g., revised rubric, added exam). Please describe change:
- Changes to student advising. Please describe change:
- Changes to faculty mentoring process. Please describe change:
- Determine resource allocation. Please describe change:
- Other. Please describe change:
- None. Please explain why no changes were made:

Discussions and Reporting

Who discussed assessment planning and results in your program during the 2022-2023 academic year? Please check all that apply.

- A committee of program faculty
- The program faculty as a whole
- School or college curriculum and assessment committee or assessment committee
- Other type of school, college, or divisional committee
- An advisory board
- Other (please specify)
- No one discussed assessment planning and results in 2022-2023

How often did these discussions take place?

- More than once a semester

- Once a semester
- Once during the 2022-2023 academic year

During the past academic year, to whom did you report your assessment findings?
Please check all that apply.

- The program faculty
- The department faculty
- The Dean's Office
- The Office of Assessment
- An advisory board
- Academic Planning and Review Committee (APRC)
- Students
- Accreditation agency
- Other (please specify)
- We did not report any assessment findings in 2022-2023

Final thoughts

Is there anything else you would like to share regarding your program's learning outcomes assessment?

One final note: the Office of Assessment is in the process of building a repository of rubrics for the campus and needs your help. Faculty regularly ask us for examples of rubrics, so we decided it would be helpful to develop a repository that will be accessible to all faculty through a shared Box folder.

If you have any examples of rubrics that you are willing to share, please upload it below.

To help your colleagues best understand and be able to use your rubric, for each please provide the following information:

- Program and/or course that the rubric comes from
- Level it was used for (e.g., freshmen course, capstone course)

- Learning outcome(s) it helped you understand
- Type of assignment it was applied to (e.g., paper, presentation) or the actual assignment it was applied to (optional information, but really can be helpful)
- If you are willing to be contacted about the rubric, your contact information

Please let us know if you would like more information about this project.

If you have a rubric you'd like to share, please upload it here. (If the rubric was created in Brightspace, please upload a screenshot of the rubric, if possible.)

If you have uploaded a rubric, please share the following information.

Program or course the rubric came from	<input type="text"/>
Level rubric was used for (e.g., freshmen course, capstone course)	<input type="text"/>
Learning outcome(s) the rubric helped you understand	<input type="text"/>
Type of assignment it was applied to (e.g., paper, presentation)	<input type="text"/>
Your contact information (optional)	<input type="text"/>
